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ABSTRACT

These materials for workshop use are intended to enable teacher educators to describe a process for developing measurement instruments from competency statements and their related objectives; to recognize, describe, and discuss basic assumptions underlying the measurement process; and to develop behavioral indicators to be used in the assessment of performance objectives. Materials include discussions on (1) the evaluation of performance competencies, (2) the University of Houston Professional Teacher Preparation Program (PTPP) Generic Teaching Competencies, (3) operationalizing performance competencies, (4) objectives, behavioral indicators, and data notes, (5) performance evaluations, and (6) reliability and validity of performance competencies. (MJB)

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Data Base for Teacher Education

# TRANSLATING COMPETENCIES INTO PERFORMANCE MEASURES FOR THE EVALUATION OF TEACHING

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## The Workshop

It is generally agreed that the evaluation of teaching and teachers is a critical, controversial, and contemporary topic of debate in the profession. The problem becomes increasingly difficult and complex when it involves an evaluation of performance. Differing values and perceptions of the evaluators often result in measures that are inconsistent, invalid, unreliable, and non-credible.

Ideally, professional educators observing the same teaching performance should make similar evaluations. However, as we all know, this does not seem to be the case; variance and disagreement often occur.

The purpose of this workshop is to explore how evaluation of teaching performance can become more consistent, valid, reliable, credible, and defensible. By the conclusion of the workshop, you will be able to develop evaluation procedures for given performance objectives. More specifically, you will be able to:

1. describe a process for developing measurement instruments from competency statements and related objectives;
2. recognize, describe, and discuss some basic assumptions underlying the measurement process (i.e. indirectness of measurements, inferences in decision-making, validity, and reliability); and
3. develop behavioral indicators to be used in the assessment of performance objectives.

Viewing #1

"Less Far Than The Arrow"
New York: Holt, Rinehart, and Winston, 1968.

AFTER viewing the film, respond to the items below; place an "X" at the appropriate position on the rating scales.

Item A

1. Rate the general effectiveness/overall competence of the teacher in the film.

0 1 2 3 4 5 6 7 8 9 10
Low High

2. What is your level of confidence in the rating you have just made?

0 1 2 3 4 5 6 7 8 9 10
Low High

Item B

3. Rate how well the teacher in the film modified her instruction on the basis of her students' verbal and non-verbal feedback.

0 1 2 3 4 5 6 7 8 9 10
Low High

4. What is your level of confidence in the rating you have just made?

0 1 2 3 4 5 6 7 8 9 10
Low High

Comments

On card #1 (attached to the inside of the back cover of this Workbook), record your numerical ratings for items A-1, A-2, B-3, and B-4 above. Be sure to indicate your table/group number in the space provided.

## Evaluation of Performance Competencies

Frequently, the need to make educational decisions requires a judgement or evaluation of a teacher's behavior. An assumption of this workshop is that good decisions are based upon good evidence which can be verified by an independent observer. Colleges of education are responsible for making decisions about the competence of persons seeking to enter the profession. Consequently, the evaluation of teacher performance is an important domain from which to collect evidence. This evidence generally requires that observational measurement procedures be developed for the collection of data. Initial steps in constructing an instrument should identify the important teacher competencies which have a direct bearing on the purpose for the evaluation. Systematic observational procedures should be developed to incorporate behaviors which exemplify those competencies.

## Comments

Generic Teaching Competencies
The University of Houston (UH)
Professional Teacher Preparation Program (PTPP)

1. IDENTIFIES LEARNER'S EMOTIONAL, SOCIAL, PHYSICAL AND INTELLECTUAL NEEDS. Draws upon knowledge of human growth and development, learning theories, social/cultural foundations, assessment techniques, curriculum goals and content in order to gather information about the learner and to identify instructional needs.

2. IDENTIFIES AND/OR SPECIFIES INSTRUCTIONAL GOALS AND OBJECTIVES WHICH ARE BASED ON LEARNER'S NEEDS. Views the setting of instructional goals and objectives as a key element in instruction; reconciles curricular and educational goals with present level of learner's needs; analyzes instructional goals to identify knowledge, skills, and attitudes needed to achieve those goals; states objectives so that intent is clearly communicated to learner.

3. DESIGNS INSTRUCTION APPROPRIATE TO GOALS AND OBJECTIVES. Develops instructional units and lesson plans which take into consideration the variety of strategies appropriate for promoting the achievement of instructional goals and objectives reflective of the learner's needs and which offer the learner alternative ways of achieving those goals and objectives.

4. IMPLEMENTS INSTRUCTION THAT IS CONSISTENT WITH PLAN. Demonstrates the ability to use a variety of strategies which have the potential to promote learner achievement of specified instructional goals and objectives.

5. DESIGNS AND IMPLEMENTS EVALUATION PROCEDURES WHICH FOCUS ON LEARNER ACHIEVEMENT AND INSTRUCTIONAL EFFECTIVENESS. Evaluates learner performance with reference to a variety of goals and objectives; reports learner achievement through grades, consultations, checklists and/or other appropriate means; evaluates instructional effectiveness by comparing learner's achievement with objectives.

6. INTEGRATES INTO INSTRUCTION THE CULTURAL ENVIRONMENT OF STUDENTS. Incorporates materials, examples, illustrations, motivators, and reinforcers from learner's cultural environment so that learner is able to identify with content, processes, and intended outcomes of instruction.

7. DEMONSTRATES A REPERTOIRE OF INSTRUCTIONAL MODELS AND TEACHING SKILLS APPROPRIATE TO SPECIFIED OBJECTIVES AND TO PARTICULAR LEARNERS. Describes and demonstrates a variety of instructional models; uses appropriate models of instruction based upon the subject, objectives, and needs of learners; uses teaching skills and strategies appropriate to those instructional models.

8. PROMOTES EFFECTIVE PATTERNS OF COMMUNICATION. Recognizes the value of effective communication; communicates effectively verbally, non-verbally, and in writing; accepts and supports ideas of others; strives for more productive communication; and encourages interaction among all members of the group.

9. USES RESOURCES APPROPRIATE TO INSTRUCTIONAL OBJECTIVES. Operates audio-visual equipment, makes instructional materials, identifies sources of instructional materials, and uses instructional materials appropriate to objectives; organizes resources in the classroom and community for instructional purposes.

10. MODIFIES INSTRUCTION ON THE BASIS OF LEARNER'S VERBAL AND NON-VERBAL FEEDBACK DURING INSTRUCTION. Demonstrates a continuous awareness of learner's activity in order to gather information and make decisions regarding success of instructional processes and learner achievement; alters instructional processes on the basis of information thus obtained.

11. USES ORGANIZATIONAL AND MANAGERIAL SKILLS TO ESTABLISH A MAXIMALLY EFFECTIVE LEARNING ENVIRONMENT. Establishes and maintains a classroom climate which promotes individual achievement and personal growth; organizes and encourages productive group interaction; and establishes positive relationships with and among learners.

12. IDENTIFIES AND REACTS WITH SENSITIVITY TO THE NEEDS AND FEELINGS OF SELF AND OTHERS. Demonstrates a concern for the needs of learners; recognizes that as a member of a learning group, the teacher has needs which must be met in a teaching-learning situation; and reacts to meet the needs of learners, self-co-workers, and parents.

13. EXHIBITS OPENNESS AND FLEXIBILITY. Searches continually for ways to improve instructional effectiveness; listens critically to ideas of others, is open to suggestions, and bases decisions upon best available data.

14. WORKS EFFECTIVELY AS A MEMBER OF A PROFESSIONAL TEAM. Works with others in order to achieve commonly shared goals; displays behaviors consistent with the goals and ethics of the teaching profession.

15. ANALYZES PROFESSIONAL EFFECTIVENESS AND CONTINUALLY STRIVES TO INCREASE THAT EFFECTIVENESS. Uses a variety of observational and analytic procedures to study effectiveness; examines the consequences of teaching by focusing on learner objectives and instructional outcomes.

16. DESIGNS AND IMPLEMENTS INSTRUCTION WHICH INCORPORATES CAREER EDUCATION CONCEPTS. Develops and utilizes a variety of strategies for embedding career education concepts into course content and instructional activities; addresses the need for learners to learn about themselves, their environment, and the work roles played by individuals in society.

UH PTPP Generic Teaching Competency #11

Competency Statement*: USES ORGANIZATIONAL AND MANAGERIAL SKILLS TO ESTABLISH A MAXIMALLY EFFECTIVE LEARNING ENVIRONMENT

Description: Establishes and maintains a classroom climate which promotes individual achievement and personal growth; organizes and encourages productive group interaction; and establishes positive relationships with and among learners.

Objectives**:

1. The student will define the term classroom management, differentiate it from the instructional dimension of teaching, and describe its importance.
2. The student will differentiate between classroom instructional problems and classroom management problems.
3. The student will differentiate between individual and group classroom management problems.
4. The student will identify inappropriate classroom management strategies.
5. The student will describe the nature and dynamics of the behavior modification approach to classroom management.
6. The student will describe the nature and dynamics of the socio-emotional climate approach to classroom management.
7. The student will describe the nature and dynamics of the group process approach to classroom management.
8. The student will identify the type of classroom management approach described in given classroom management case studies.
9. The student will describe and defend classroom management behaviors which have the potential to be effective in given classroom management problem situations.
10. The student will perform appropriate managerial behavior in given simulated classroom management problem situations.

---

*Competency: A competency is a broad and general statement of expected knowledge, skills, attitudes and/or consequences that are derived from the program planners' conception of teacher roles.

**Objectives: Objectives are logical refinements of competency statements providing greater specifically and explicitness. Objectives are defined in measurable, observable, and verifiable terms, thereby, ensuring that mastery can be determined with confidence.

UH PTPP Generic Teaching Competency #10

MODIFIES INSTRUCTION ON THE BASIS OF LEARNER'S VERBAL AND NON-VERBAL FEEDBACK DURING INSTRUCTION.

Demonstrate a continuous awareness of learner's activity in order to gather information and make decisions regarding success of instructional processes and learner achievement; alters instructional processes on the basis of information thus obtained.

In your small group, discuss the meaning of the competency statement above. Focus your discussion on the topic--What should a proficient teacher know, be able to do, and believe (feel) with regard to this competency.

After the group has reached consensus about the meaning of Competency #10, derive two or three performance objectives for it. Record the group's agreed upon objectives in the spaces provided on page 12.

# BREAK

10 minutes

Upon returning from the break, please rejoin your original group.

## Operationalizing Performance Competencies

When a teaching competency is considered important, it is generally assumed that possessing a high degree of the competency leads to desirable changes in students. Initially, the identification and definition of a competency tends to be vague and somewhat ambiguous. Each competency can be viewed as having a domain of behaviors which reflect attainment of the teaching skill. The process of operationalization transforms the competency as an abstract "label" into a set of observable behaviors. The desired end product for teacher education is a set of prespecified behaviors that are classroom based and public to both the observed and observer. When competencies can be defined in terms of observable behaviors, they can serve as a yardstick for different observers.

## Comments

UH PTPP Generic Teaching Competency #11

USES ORGANIZATIONAL AND MANAGERIAL SKILLS TO ESTABLISH A MAXIMALLY EFFECTIVE LEARNING ENVIRONMENT. Establishes and maintains a classroom climate which promotes individual achievement and personal growth; organizes and encourages productive group interaction; and establishes positive relationships with and among learners.

Objective #10: The student will perform appropriate managerial behavior in given simulated classroom management problem situations.

Selected Behavioral Indicators for Objective #10:

- rewards appropriate behavior*
- ignores inappropriate behavior*
- employs reinforcement techniques*
- helps students develop productive and satisfying group norms**
- creates and maintains open channels of communication**
- fosters group unity**
- maximizes extensive group involvement**
- provides opportunities for students to experience success***
- encourages and accepts the expressions of student ideas and feelings***
- interacts in a respectful, emphathetic, warm, geniune, concrete, and trusting manner***

*behavior modification approach
**group process approach
***socio-emotional climate approach

In your small group, derive behavioral indicators for each of the objectives you developed previously for competency #10. Record these indicators in the space provided on page 12.

- - - - - - - - - - - - - - - - - - - -

A behavioral indicator is a demonstrated action that can be observed and measured.

Viewing #2

"Less Far Than The Arrow"

As you view the film, record each observed action (verbal and non-verbal) that is an indice of the behavioral indicators developed in your small group. Place your recordings in the "data notes" section on page 12.

After viewing the film and recording your data notes, turn to page 13 and using the data notes as the referents, rate the extent to which the teacher demonstrated mastery of each of your group's objectives.

Objectives, Behavioral Indicators, and Data Notes

Objective #1 _____

_____

_____

Behavioral Indicators

_____

_____

_____

_____

Data Notes

Objective #2 _____

_____

_____

Behavioral Indicators

_____

_____

_____

_____

Data Notes

Objective #3 _____

_____

_____

Behavioral Indicators

_____

_____

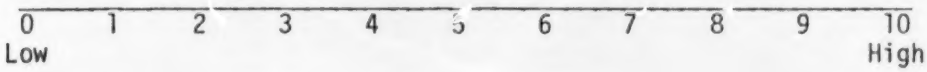
_____

_____

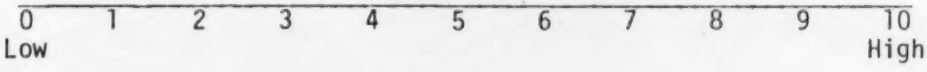
Data Notes

Performance Evaluations

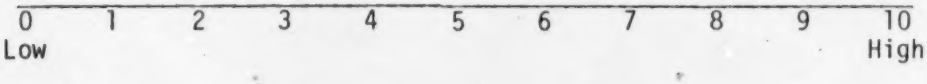
Using your data notes for objective #1 on page 12, rate the extent to which the teacher in the film demonstrated mastery of the group's first objective.




Using your data notes for objective #2, on page 12, rate the extent to which the teacher in the film demonstrated mastery of the group's second objective.

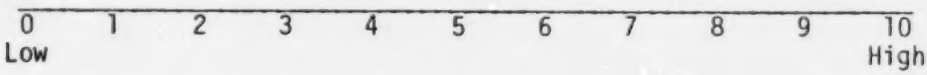



Using your data notes for objective #3, on page 12, rate the extent to which the teacher in the film demonstrated mastery of the group's third objective.

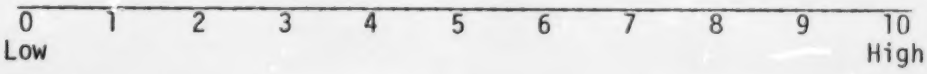


Performance Evaluation (continued)

Refer to the rating scales for objectives 1-3 which you just completed, rate how well the teacher in the film modified her instruction on the basis of learner's verbal and non-verbal feedback during instruction (competency #10).




What is your level of confidence in the rating you have just made?




Comments

Using card #2 (attached to the inside of the back cover of this Workbook), record your numerical rating for the two items above. Be sure to indicate your table/group number on the card.

## Reliability and Validity of Performance Competencies

An evaluation process which yields decisions about the attainment of specific competencies contains one or more ratings scales or checklists. The former assumes that competencies can vary in degrees of achievement, whereas, a checklist is used to record either the presence or absence of a competency. Regardless of the instrumentation employed, the concepts of reliability and validity are important properties of the scale. Reliability is concerned with the stability of ratings for different observers and across teaching situations. The question of validity focuses on the ability of the instrument to assign individuals to proper categories. Measurement procedures which are systematic rather than casual are easier to validate.

## Comments

## Workshop Data: Presentation and Interpretation

APPENDIX A

Sample Performance Measures

University of Houston

Generic Teaching Competency #10

MODIFIES INSTRUCTION ON THE BASIS OF LEARNER'S VERBAL AND NON-VERBAL FEEDBACK DURING INSTRUCTION

Demonstrates a continuous awareness of learner's activity in order to gather information and make decisions regarding success of instructional processes and learner achievement; alters instructional processes on the basis of information thus obtained.

January, 1978

| Teacher | | Pupils |
|---|---|---|
| Pre-Active | Active | |
| 1. Identifies and describes possible pupil behaviors that are indicators of the effectiveness and ineffectiveness of instruction. | A. Probes pupils for evidence of progress toward lesson goals and objectives. | |
| 2. Identifies checkpoints during instruction for probing pupil progress. | B. Responds to evidence of lesson ineffectiveness by implementing alternative instructional and/or organizational approaches. | |
| 3. Identifies alternative instructional and organizational approaches. | | |
| 4. Identifies criteria that will be met before changes are made in the lesson. | | |

Spring 1977

| Teacher | | Pupils |
|---|---|---|
| Pre-Active | Active | |
| 1. Designs system to include indicators and targets for securing and recording verbal and non-verbal feedback. | Requests both formal and informal verbal feedback from students (oral and written) in accordance with planned system. | Continuously furnish both verbal and non-verbal feedback to teacher. |
| 2. Submits upon request an example of recording system used for feedback. | | |
| 3. Writes plans which include alternatives or plans which can be adjusted on basis of verbal and/or non-verbal feedback. | Selects alternatives or adjusts lesson based on students' verbal and/or non-verbal feedback. | Give verbal and/or non-verbal feedback regarding extent of such things as interest and understanding. |
| 4. Interprets to supervising teachers students' non-verbal feedback. | Responds appropriately to students' non-verbal feedback. | Make statements indicating they know their non-verbal behavior has communicated to teacher. |
| 5. Analyzes verbal feedback of students for supervising teachers. | Responds appropriately to students' verbal feedback. | Give verbal feedback regarding such things as clarity of directions, ability to follow lesson, comprehension of oral and written materials. |
| 6. Incorporates feedback into future plans. | Uses such statements as "As a result of your suggestions," "Since you indicated," | Indicate through verbal or non-verbal responses recognition that their feedback has been incorporated into lesson. |

OREGON COLLEGE OF EDUCATION
COMPETENCE ASSESSMENT FORM

| STUDENT | SCHOOL | QUARTER |
|---|---|---|
| COLLEGE SUPERVISOR | COOPERATING TEACHER | ASSESSMENT MADE BY |

SELF-EVALUATION - Student teachers, block students, and interns are encouraged to use this form as a self-evaluation instrument and discuss their personal assessment with cooperating teachers and college supervisors. Student teachers/block students/interns will give each of their cooperating teachers a copy of the form at the beginning of each quarter.

COOPERATING TEACHERS - Please use this form in making your assessment of the performance of a student teacher or block student. Hopefully, observations and conferences with student teachers will take place by the end of the third week, fifth week, seventh week, and ninth week of each term. This form can be used as a guide during conference times. Please return this form to the Field Service Office, OCE, or the college supervisor, during the final week of each quarter.

COLLEGE SUPERVISOR - The college supervisor for student teaching will visit your school a minimum of four times. They will try to see you during the first two weeks of the term. If at any time you have questions or concerns call your supervisor or the Field Service Office.

DIRECTIONS: Use the following system for marking performance indicators after or during each observation made of the student's teaching. *The markings are to be entered in the blank space only if the indicator has been observed and the performance was found to be adequate.

* ✓ Indicator observed; performance adequate

After completing all observations indicate the level of competence by using the following rating scale.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Incompetent | Competent in some parts of this area | Approaching competence in this area | Generally competent | Very competent | Extremely competent | Outstanding competence |

DATES OF OBSERVATION:

| 1st | 2nd | 3rd | 4th |
|---|---|---|---|
| / | / | / | / |

PERCEIVED LEVEL OF COMPETENCE
1 2 3 4 5 6 7
Comments:

1. PLANNING FOR INSTRUCTION

| | | | | |
|---|---|---|---|---|
| * | | | | -Long range planning; detailed lesson plans; listing objectives, procedures, materials, content, strategies. |
| | | | | -Provision for individual differences by considering cultural background, abilities and interests of students. |
| | | | | -Reflects inventiveness, creativity and utilization of resources. |
| | | | | -Provision for assessment of student performance. |

DATES OF OBSERVATION:

| 1st | 2nd | 3rd | 4th |
|---|---|---|---|
| | | | |

PERCEIVED LEVEL OF COMPETENCE

2. CLASSROOM INSTRUCTION: TEACHING STRATEGIES — 1 2 3 4 5 6 7

Comments:

- -Effective use of a variety of materials, activities and procedures.
- -Ability to define terminology in a manner appropriate to the level of student understanding.
- -Productive, directed discussions or activities involving maximum participation.
- -Pace and sequence of activities adjusted to pupil response.
- -Adjustment of activities and materials in response to unexpected events.
- -Recapitulation of ideas at end of discussion, lecture or activity.

3. CLASSROOM MANAGEMENT — 1 2 3 4 5 6 7

Comments:

- -Expedition of attendance, announcements, routine records.
- -Definite beginning and ending to class.
- -Minimal time spent in asserting authority and correcting students.
- -Atmosphere conducive to learning; students attentive and responsive.
- -Room - orderly and organized.
- -Efficiently controls classroom materials and equipment.

4. KNOWLEDGE OF SUBJECT MATTER — 1 2 3 4 5 6 7

Comments:

- -Adequate and accurate information, explanations and interpretations.
- -Demonstrates skills appropriate to subject matter area.
- -Understands concepts, principles and other higher order learning outcomes as well as factual information.
- -Ability to listen and respond to feedback.
- -Effective and appropriate choice of words.
- -Effective non-verbal communication.
- -Effective use of voice.
- -Legible handwriting.
- -Ability to write logically, precisely.
- -Accurate writing, free of mechanical errors.

5. INTERPERSONAL RELATIONSHIPS — 1 2 3 4 5 6 7

Comments:

- -Sensitive and respectful response to pupil initiated interactions.
- -Responsive to suggestions and criticisms without becoming defensive.
- -Appropriate dress and appearance.
- -Self-confident, enthusiastic.
- -Dependable, conscientious.
- -Demonstrates common sense.
- -Effective interaction with colleagues, administrators, supervisors.

DATES OF OBSERVATION:

| 1st | 2nd | 3rd | 4th |
|---|---|---|---|
| ___ | ___ | ___ | ___ |

PERCEIVED LEVEL OF COMPETENCE
1 2 3 4 5 6 7
Comments:

6. PROFESSIONAL CONDUCT

| | | | | |
|---|---|---|---|---|
| ___ | ___ | ___ | ___ | -Observance of school policies, both written and unwritten. |
| ___ | ___ | ___ | ___ | -Attendance at all meetings, open house inservice, student teacher seminars. |
| ___ | ___ | ___ | ___ | -Punctuality: at school, in the classroom for all appointments, in lesson planning. |
| ___ | ___ | ___ | ___ | -Utilizes recent developments and research in subject area. |

7. EVALUATION

1 2 3 4 5 6 7
Comments:

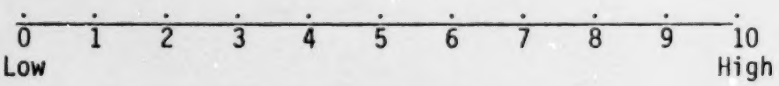
| | | | | |
|---|---|---|---|---|
| ___ | ___ | ___ | ___ | -Evaluates in terms of stated objectives. |
| ___ | ___ | ___ | ___ | -Appropriate, varied methods of evaluation. |
| ___ | ___ | ___ | ___ | -Students aware of evaluation criteria. |
| ___ | ___ | ___ | ___ | -Adaptations made in instruction on basis of demonstrated learning outcomes. |
| ___ | ___ | ___ | ___ | -Feedback provided to students about their performance. |

I have reviewed the above information and will release it for research purposes.

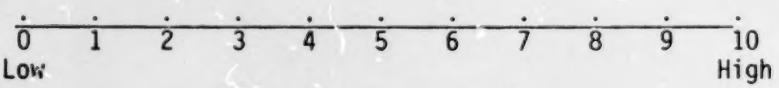
_____ _____
Student Signature Date

Evaluation of the Workshop

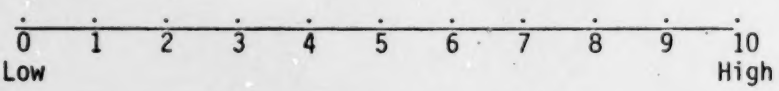
1. To what extent was the workshop successful in achieving its stated goals and objectives?



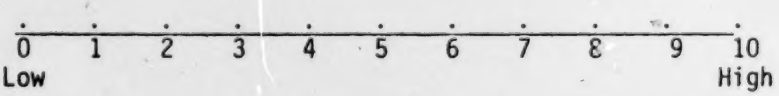

2. To what extent did the small group sessions facilitate the attainment of the objectives?



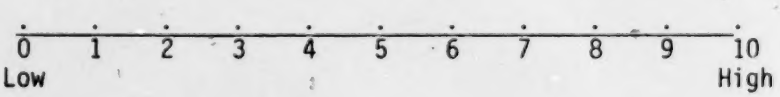

3. To what extent did the use of the film viewings facilitate the attainment of the objectives?



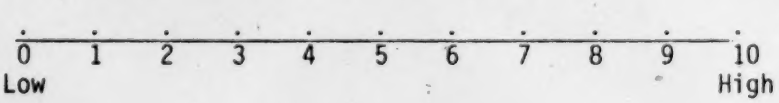

4. To what extent did this workbook facilitate the attainment of the objectives?




5. To what extent did the sequence of the workshop program facilitate the attainment of the objectives?




6. Rate the overall value of the workshop. That is, to what extent was this a good use of your time and energy?




Use the space below and the back of this page for comments, criticisms, suggestions, and warm fuzzies.

Please remove this page from the workbook and leave it at your table.